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## APPENDICES

### APPENDIX 1

**NAME** :

**NIM** :

**SCORE TOEFL (STRUCTURE)** :

### QUESTIONNAIRE (Self-Scoring Self-Control Scale)

First, please read the following 14 statements and for each, check the box that best represents you.

*Adapted from "Tangney, J.P., Baumeister, R.F., Boone, A.L. (2004). High Self-Control Predicts Good Adjustment, Less Pathology, Better Grades, and Interpersonal Success. Journal of Personality, 271-324.*

- Main Statement

STATEMENTS	Not at all like me	A little like me	Some what like me	Mostly Like Me	Very much like me
I have a hard time breaking bad habits.	5	4	3	2	1
I get distracted easily.	5	4	3	2	1
_____ things that are bad for _____ n if they are fun.	1	2	3	4	5



I'm good at resisting temptation.	1	2	3	4	5
Pleasure and fun sometimes keep me from getting work done.	5	4	3	2	1
Sometimes I can't stop myself from doing something, even if I know it is wrong.	5	4	3	2	1
I often act without thinking through all the alternatives.	5	4	3	2	1

- Additional statements:

STATEMENTS	Not at all like me	A little like me	Some what like me	Mostly Like Me	Very much like me
I do not care about my English competency	5	4	3	2	1
I force myself to learn English even though I do not like it	1	2	3	4	5
	1	2	3	4	5



I am so much falling in love with English, so I learn it happily					
I feel English is very important, but I rarely learn it	5	4	3	2	1
I still do not know what strategy that fits with me to improve my English competency	5	4	3	2	1
I have hard time to start learning English	5	4	3	2	1
I truly know my English is under average, but it is quite hard for me to start learning to make my English improved	5	4	3	2	1



NAME :

NIM :

SCORE TOEFL (STRUCTURE) :

**Attitude/Motivation Test Battery/AMTB)**

Following are a number of statements with which some people agree and others disagree. There is no right or wrong answer since many people have different opinions. Henceforth, please tick or click the provided columns that best reflects your view-point about the statement.

	<b>I learn English language as my second language because.....</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
		<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>
1	I mainly focus on using English for class assignment and the exams.					
2	Studying English enables me to understand English books, movies, pop music etc					
3	I simply quote the textbooks and do not really communicate myself when speaking or writing in class.					
4	Studying English enables me to better understand and appreciate the ways of life of native English speaker and the cultures and their styles.					



5	I am interested in reading only English textbooks for my university study, but not other English texts/ e.g newspapers, magazines, English works, etc.					
6	Studying English enables me to keep in touch with foreign acquaintances.					
7	I am more interested in earning a university degree and a good job than learning English language itself.					
8	Studying English enables me to understand some English songs, videos, or books written in English, and it allows me to discuss interesting topics in English with the people from other national backgrounds.					
9	I am more interested in furthering my higher education than learning English language itself.					
10	Studying English enables me to transfer my knowledge to other people e.g giving directions to tourists.					





11	Learning English is important for travelling abroad.					
12	Studying English enables me to participate freely in academic, social, and professional activities among other cultural groups.					
13	I need the language in order to take a test in future. (E.g. TESL, TOIEC, etc).					
14	Studying English enables me to behave like native English speakers: e.g accent, using English expressions.					
15	Being proficient in English makes other people respect me.					
16	Studying English enables me to appreciate English arts and literature.					
17	I am English students so I need that language to pass all my subjects in school/collage.					
18	Studying English helps me to be an open- minded, and sociable person like English speaking people. I would like to make friends with people from other countries, especially those from English- speaking countries.					



19	I am interested in English movies, songs, and all about it					
20	I love the language as it is such a beautiful language and I enjoy learning English very much.					

In-depth Interview

1. Based on your opinion, is English important or not? Explain either yes or not!
2. Do you put an extra effort of learning English or you just get along with it?
3. How do you improve your competency in English? Do you learn it textually using English text book? Or you just get the competency randomly through English activities?
4. Why do you learn English? it is a must or it is a hobby for you? if you can estimate your position seeing English; from those possible statements, which one does more likely represent you?
5. Do you learn English for specific purpose like for getting high score of TOEFL or grade in class? Or you learn it due to your willingness like you purely want to get involved with it such as the culture, arts, music, books, etc?
6. Which one of you:
  - I still try my best to learn English even it is hard
  - I do not care about it, I just let my English competency be.
7. How do you learn it? Do you keep on learning it regularly or like you make yourself get used to English?

If you can estimate how long do you approximately spend your time with English in daily basis?



9. To your knowledge, does self-control far matter than motivation in learning English?



## APPENDIX 2

**Test of Validity of Self-discipline Questionnaire**

		X1 .1	X1 .2	X1 .3	X1 .4	X1 .5	X1 .6	X1 .7	X1 .8	X1.9
X1 .1	Pearson Correlation	1	,52 4**	,20 0	,05 8	,18 7	,55 6**	,07 8	,32 1	-,080
	Sig. (2- tailed)		,00 2	,27 2	,75 3	,30 5	,00 1	,67 1	,07 3	,662
	N	32	32	32	32	32	32	32	32	32
X1 .2	Pearson Correlation	,52 4**	1	- ,01 2	,01 7	,31 3	,42 8*	,15 6	,30 0	-,002
	Sig. (2- tailed)	,00 2		,94 8	,92 5	,08 1	,01 4	,39 5	,09 5	,993
	N	32	32	32	32	32	32	32	32	32
X1 .3	Pearson Correlation	,20 0	- ,01 2	1	,62 3**	,15 0	- ,10 5	,14 3	,00 3	-,040
	Sig. (2- tailed)	,27 2	,94 8		,00 0	,41 4	,56 8	,43 4	,98 9	,827
	N	32	32	32	32	32	32	32	32	32
X1 .4	Pearson Correlation	,05 8	,01 7	,62 3**	1	,26 4	- ,01 1	,29 1	,13 6	,334
	Sig. (2- tailed)	,75 3	,92 5	,00 0		,14 5	,95 2	,10 6	,45 9	,061
	N	32	32	32	32	32	32	32	32	32
X1 .5	Pearson Correlation	,18 7	,31 3	,15 0	,26 4	1	,37 4*	,25 9	,36 5*	,091
	Sig. (2- tailed)	,30 5	,08 1	,41 4	,14 5		,03 5	,15 2	,04 0	,619



	N	32	32	32	32	32	32	32	32	32
X1 .6	Pearson Correlation	,556**	,428*	-,105	-,011	,374*	1	,371*	,319	-,172
	Sig. (2-tailed)	,001	,014	,568	,952	,035		,036	,075	,346
	N	32	32	32	32	32	32	32	32	32
X1 .7	Pearson Correlation	,078	,156	,143	,291	,259	,371*	1	,173	,171
	Sig. (2-tailed)	,671	,395	,434	,106	,152	,036		,343	,350
	N	32	32	32	32	32	32	32	32	32
X1 .8	Pearson Correlation	,321	,300	,003	,136	,365*	,319	,173	1	,362*
	Sig. (2-tailed)	,073	,095	,989	,459	,040	,075	,343		,042
	N	32	32	32	32	32	32	32	32	32
X1 .9	Pearson Correlation	-,080	-,002	-,040	,334	,091	-,172	,171	,362*	1
	Sig. (2-tailed)	,662	,993	,827	,061	,619	,346	,350	,042	
	N	32	32	32	32	32	32	32	32	32
X1 .10	Pearson Correlation	-,069	,144	,232	,174	,024	-,229	,032	,188	,573*
	Sig. (2-tailed)	,707	,432	,202	,341	,897	,208	,864	,303	,001
	N	32	32	32	32	32	32	32	32	32
X1	Pearson Correlation	,320	,218	,086	,118	,062	,230	,194	,415*	,394*



	Sig. (2-tailed)	,074	,231	,641	,519	,737	,205	,287	,018	,026
	N	32	32	32	32	32	32	32	32	32
X1.12	Pearson Correlation	,405*	,310	,028	,166	,063	,289	,135	,423*	,415*
	Sig. (2-tailed)	,022	,085	,881	,365	,732	,108	,463	,016	,018
	N	32	32	32	32	32	32	32	32	32
X1.13	Pearson Correlation	,252	,221	,176	,345	,138	,168	,229	,566**	,438*
	Sig. (2-tailed)	,165	,225	,334	,053	,452	,357	,207	,001	,012
	N	32	32	32	32	32	32	32	32	32
X1.14	Pearson Correlation	,388*	,164	,205	,314	,059	,145	,106	,448*	,372*
	Sig. (2-tailed)	,028	,371	,261	,080	,748	,427	,564	,010	,036
	N	32	32	32	32	32	32	32	32	32
Total_X1	Pearson Correlation	,548**	,500**	,352*	,480**	,415*	,448*	,426*	,605**	,471**
	Sig. (2-tailed)	,001	,004	,048	,005	,018	,010	,015	,000	,007
	N	32	32	32	32	32	32	32	32	32

### Test of Validity of Instrumental Motivation Questionnaire

		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6
X2.1	Pearson Correlation	1	,128	,126	-,023	,200	,414*
	Sig. (2-tailed)		,484	,491	,900	,272	,018
	N	32	32	32	32	32	32
	Pearson Correlation	,128	1	,313	,429*	,225	,075



	Sig. (2-tailed)	,484		,081	,014	,216	,684
	N	32	32	32	32	32	32
X2.3	Pearson Correlation	,126	,313	1	,272	,440*	,159
	Sig. (2-tailed)	,491	,081		,132	,012	,384
	N	32	32	32	32	32	32
X2.4	Pearson Correlation	-,023	,429*	,272	1	,546**	,117
	Sig. (2-tailed)	,900	,014	,132		,001	,524
	N	32	32	32	32	32	32
X2.5	Pearson Correlation	,200	,225	,440*	,546**	1	,047
	Sig. (2-tailed)	,272	,216	,012	,001		,798
	N	32	32	32	32	32	32
X2.6	Pearson Correlation	,414*	,075	,159	,117	,047	1
	Sig. (2-tailed)	,018	,684	,384	,524	,798	
	N	32	32	32	32	32	32
X2.7	Pearson Correlation	,313	,052	,039	,231	,300	,525**
	Sig. (2-tailed)	,082	,777	,831	,203	,095	,002
	N	32	32	32	32	32	32
X2.8	Pearson Correlation	,215	,276	,216	,349	,215	,031
	Sig. (2-tailed)	,238	,127	,235	,050	,237	,867
	N	32	32	32	32	32	32
X2.9	Pearson Correlation	,419*	-,016	,022	,248	,416*	,293
	Sig. (2-tailed)	,017	,930	,907	,171	,018	,104
	N	32	32	32	32	32	32
Total_X2	Pearson Correlation	,522**	,512**	,567**	,670**	,719**	,457**
	Sig. (2-tailed)	,002	,003	,001	,000	,000	,009
	N	32	32	32	32	32	32

#### Test of Validity of the Integrative Motivation Questionnaire

	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7
Pearson Correlation	1	,185	,168	,510**	,595**	,308	,179



	Sig. (2-tailed)		,310	,359	,003	,000	,086	,327
	N	32	32	32	32	32	32	32
X2.2	Pearson Correlation	,185	1	,216	,339	,222	,334	,050
	Sig. (2-tailed)	,310		,236	,057	,223	,062	,787
	N	32	32	32	32	32	32	32
X2.3	Pearson Correlation	,168	,216	1	,266	,358*	,357*	,139
	Sig. (2-tailed)	,359	,236		,141	,044	,045	,447
	N	32	32	32	32	32	32	32
X2.4	Pearson Correlation	,510**	,339	,266	1	,610**	,639**	,105
	Sig. (2-tailed)	,003	,057	,141		,000	,000	,569
	N	32	32	32	32	32	32	32
X2.5	Pearson Correlation	,595**	,222	,358*	,610**	1	,497**	,244
	Sig. (2-tailed)	,000	,223	,044	,000		,004	,178
	N	32	32	32	32	32	32	32
X2.6	Pearson Correlation	,308	,334	,357*	,639**	,497**	1	,114
	Sig. (2-tailed)	,086	,062	,045	,000	,004		,536
	N	32	32	32	32	32	32	32
X2.7	Pearson Correlation	,179	,050	,139	,105	,244	,114	1
	Sig. (2-tailed)	,327	,787	,447	,569	,178	,536	
	N	32	32	32	32	32	32	32
X2.8	Pearson Correlation	,457**	,430*	,077	,369*	,345	,015	,053
	Sig. (2-tailed)	,008	,014	,675	,038	,053	,935	,775
	N	32	32	32	32	32	32	32
X2.9	Pearson Correlation	,370*	,359*	,276	,378*	,380*	,338	,369*
	Sig. (2-tailed)	,037	,043	,126	,033	,032	,058	,038
	N	32	32	32	32	32	32	32
X2.10	Pearson Correlation	,551**	,283	,154	,531**	,497**	,310	,170
	Sig. (2-tailed)	,001	,116	,402	,002	,004	,085	,352
	N	32	32	32	32	32	32	32
	Pearson Correlation	,076	,242	,104	,436*	,164	,163	,236





	Sig. (2-tailed)	,678	,182	,573	,013	,369	,374	,193
	N	32	32	32	32	32	32	32
Total_X2	Pearson Correlation	,675**	,549**	,479**	,777**	,743**	,618**	,418*
	Sig. (2-tailed)	,000	,001	,006	,000	,000	,000	,017
	N	32	32	32	32	32	32	32



Participants	Self-discipline (X2)														TOTAL
	X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10	X2.11	X2.12	X2.13	X2.14	
S1	2	1	3	3	3	3	4	4	4	3	3	3	4	4	44
S2	2	3	2	3	4	5	4	5	4	5	4	5	5	4	55
S3	4	4	3	3	2	1	1	5	4	5	5	5	5	5	52
S4	4	1	2	2	2	3	4	5	2	2	4	4	4	4	43
S5	4	4	3	4	3	4	5	5	4	3	5	4	5	5	58
S6	4	4	3	4	3	4	5	5	4	3	5	4	5	5	58
S7	4	5	2	3	5	3	5	5	5	5	3	5	5	5	60
S8	2	4	1	2	4	4	4	4	2	2	2	1	3	1	36
S9	2	1	4	3	1	1	4	4	4	5	4	5	5	5	48
S10	1	1	2	2	2	1	4	3	1	1	1	1	1	1	22
S11	2	3	5	4	4	1	3	5	3	4	3	3	5	4	49
S12	4	3	3	2	4	4	3	5	2	3	5	5	5	5	53
S13	3	4	2	1	4	2	2	5	3	4	4	4	4	3	45
S14	4	5	4	3	4	5	4	5	2	3	4	5	5	5	58
S15	4	4	1	1	2	4	3	4	2	1	4	3	3	3	39
S16	3	2	4	3	3	1	1	4	2	2	2	1	2	4	34
S17	2	4	1	1	3	4	4	5	2	4	5	4	3	5	47
S18	4	4	3	2	4	4	5	5	3	3	5	4	5	5	56
S19	5	4	1	1	2	5	2	4	1	2	3	4	4	4	42
S20	5	4	5	4	5	5	5	5	1	1	2	2	3	3	50
S21	2	2	3	3	3	2	3	3	3	3	4	3	3	3	40
S22	1	1	1	3	3	3	3	5	3	2	3	3	4	4	39
S23	1	2	1	1	2	1	3	5	3	3	2	2	4	3	33
S24	3	3	4	2	3	3	3	4	3	4	3	2	1	2	40
S25	2	3	3	3	4	3	4	5	3	1	5	2	4	2	44
S26	3	4	5	4	3	3	5	4	2	5	5	5	5	5	58
S27	2	5	1	2	2	1	4	4	3	3	3	3	3	3	39
S28	3	2	3	2	4	2	5	5	4	4	5	3	4	4	50
S29	4	3	2	2	2	4	4	5	4	3	5	4	4	4	50
S30	4	4	2	2	4	5	4	5	3	2	3	4	3	3	48
S31	3	3	4	1	2	3	4	4	1	3	3	2	4	3	40
S32	3	4	4	3	1	3	4	5	3	3	3	3	4	3	46



Participants	Motivational orientations (X1)																				TOTAL	
	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	X1.14	X1.15	X1.16	X1.17	X1.18	X1.19	X1.20	INS	INT
S1	3	5	3	2	3	4	3	5	2	4	4	4	4	4	4	4	4	3	5	4	30	44
S2	4	5	4	5	2	5	4	5	4	5	5	5	5	4	4	4	4	4	5	4	36	51
S3	2	3	2	4	2	4	3	4	2	3	5	4	3	4	4	3	3	4	4	5	26	42
S4	4	5	2	5	3	3	3	5	3	5	5	5	4	4	3	5	4	5	5	4	31	51
S5	4	5	3	5	2	5	3	5	3	4	5	5	4	4	3	4	4	4	5	5	31	51
S6	5	5	2	4	1	5	2	5	2	5	5	4	5	4	3	5	4	4	5	5	29	51
S7	5	5	1	4	1	5	1	5	1	5	5	5	5	5	3	3	5	5	5	5	27	52
S8	2	5	3	4	4	4	4	4	2	4	5	3	5	4	3	4	3	5	5	4	31	46
S9	4	5	2	5	2	5	5	5	4	5	5	5	5	3	5	5	5	5	5	4	37	52
S10	5	5	4	5	5	3	4	4	5	4	5	4	5	3	5	5	5	4	5	4	43	46
S11	4	5	2	4	3	2	2	5	4	4	5	3	5	5	2	5	5	5	5	5	32	48
S12	3	4	2	4	3	4	3	4	3	3	4	3	3	3	3	4	3	4	3	3	27	39
S13	4	3	2	4	4	3	1	5	4	4	5	4	5	1	3	3	4	3	4	5	32	39
S14	2	5	2	4	1	4	3	5	3	5	4	4	4	3	2	5	4	4	5	4	25	48
S15	5	4	3	4	3	3	4	4	3	3	5	4	4	4	3	3	4	3	3	4	34	39
S16	4	4	3	5	5	5	3	4	4	4	5	3	3	4	3	5	4	4	4	4	34	46
S17	3	4	3	4	2	4	2	4	2	4	4	4	3	4	4	4	3	4	4	4	26	44
S18	5	4	3	4	2	4	2	4	3	3	4	4	3	3	4	4	4	5	5	4	30	44
S19	4	2	2	4	2	4	4	3	4	3	4	3	4	4	3	4	5	4	3	4	32	38
S20	4	5	4	4	3	4	4	5	3	4	5	5	5	3	4	4	4	5	4	4	36	47
S21	3	5	3	3	1	3	1	3	2	4	4	3	4	3	3	3	3	3	4	3	24	37
S22	4	4	2	4	2	4	2	4	2	4	4	4	3	3	4	4	3	3	4	3	26	41
S23	3	5	3	4	3	4	2	4	2	3	4	3	3	2	3	5	4	3	5	5	27	43
S24	3	4	3	3	4	4	4	3	4	4	4	4	4	4	4	3	4	4	4	4	34	41
S25	3	5	2	4	2	4	3	4	3	4	5	4	4	3	3	4	4	4	4	4	29	44
S26	3	5	2	4	2	4	1	4	1	4	5	3	3	3	3	4	3	5	3	3	23	42
S27	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	27	33
S28	4	5	4	5	2	4	2	4	2	4	5	3	4	4	3	4	4	4	5	5	30	47
S29	2	4	3	4	1	3	4	4	4	4	4	3	4	4	3	4	4	3	5	5	29	43
S30	4	4	4	5	2	3	4	4	3	3	5	4	4	3	3	4	5	3	5	4	34	42
S31	4	5	4	4	3	3	4	4	2	4	5	4	4	4	3	5	4	4	4	4	33	45
S32	2	5	2	5	2	4	2	5	2	4	4	5	4	4	3	4	5	5	4	4	26	49



APPENDIX 3

NO	Name	SECTION I (LISTENING)	SECTION II (STRUCTURE)	SECTION III (READING)	TOTAL SCORE	Category
1.	Student 1	44	53	50	490	High Intermediate
2.	Student 2	59	62	58	597	Advance
3.	Student 3	52	56	52	533	Advance
4.	Student 4	48	47	49	480	High Intermediate
5.	Student 5	49	53	54	520	High Intermediate
6.	Student 6	50	53	56	530	Advance
7.	Student 7	61	60	56	590	Advance
8.	Student 8	47	41	48	447	Low Intermediate
9.	Student 9	63	64	61	627	Advance
10.	Student 10	46	40	52	460	Low Intermediate
11.	Student 11	40	49	53	473	Low Intermediate
12.	Student 12	47	57	55	530	Advance
13.	Student 13	52	52	52	520	High Intermediate
14.	Student 14	54	55	54	543	Advance
15.	Student 15	46	41	47	447	Low Intermediate
16.	Student 16	40	46	47	443	Low Intermediate
17.	Student 17	51	52	51	513	High Intermediate
18.	Student 18	48	52	52	507	High Intermediate
19.	Student 19	38	31	34	343	Elementary
20.	Student 20	34	44	41	397	Elementary
	Student 21	48	51	48	490	High Intermediate
	Student 22	48	48	51	490	High Intermediate
	Student 23	46	48	51	483	High Intermediate



24.	Student 24	40	35	44	397	Elementary
25.	Student 25	38	45	44	423	Low Intermediate
26.	Student 26	54	56	58	560	Advance
27.	Student 27	44	45	49	460	Low Intermediate
28.	Student 28	47	49	46	473	Low Intermediate
29.	Student 29	52	51	51	513	High Intermediate
30.	Student 30	41	41	45	423	Low Intermediate
31.	Student31	41	37	34	373	Elementary
32.	Student 32	40	48	47	450	Low Intermediate



APPENDIX 4

**Test of Correlation between Self-Control and EFL Learners' TOEFL Achievement**

		Self-Control	EFL Learners' TOEFL achievement
Self-Control	Pearson Correlation	1	,532**
	Sig. (2-tailed)		,002
	N	32	32
EFL Learners' TOEFL achievement	Pearson Correlation	,532**	1
	Sig. (2-tailed)	,002	
	N	32	32

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Test of Correlation between Instrumental Motivation and EFL Learners' TOEFL Achievement**

		Instrumental Motivation	EFL Learners' TOEFL achievement
Instrumental Motivation	Pearson Correlation	1	-,240
	Sig. (2-tailed)		,186
	N	32	32
EFL Learners' TOEFL achievement	Pearson Correlation	-,240	1
	Sig. (2-tailed)	,186	
	N	32	32



### Test of Correlation between Integrative Motivation and EFL Learners' TOEFL Achievement

		Integrative Motivation	EFL Learners' TOEFL Achievement
Integrative Motivation	Pearson Correlation	1	,371*
	Sig. (2-tailed)		,037
	N	32	32
EFL Learners' TOEFL Achievement	Pearson Correlation	,371*	1
	Sig. (2-tailed)	,037	
	N	32	32

\*. Correlation is significant at the 0.05 level (2-tailed).

#### APPENDIX 7

### One-Sample Kolmogorov-Smirnov Test of Self-Control and EFL Learners' TOEFL achievement

		Unstandardized Residual
N		32
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	54,64479199
Most Extreme Differences	Absolute	,121
	Positive	,080
	Negative	-,121
Test Statistic		,121
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

tribution is Normal.

ed from data.



- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

**One-Sample Kolmogorov-Smirnov Test of  
Instrumental Motivation and EFL Learners' TOEFL  
Achievement**

		Unstandardized Residual
N		32
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	62,65400120
Most Extreme Differences	Absolute	,127
	Positive	,127
	Negative	-,059
Test Statistic		,127
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

**One-Sample Kolmogorov-Smirnov Test of  
Integrative Motivation and EFL Learners TOEFL  
Achievement**

		Unstandardized Residual
N		32
Normal Parameters <sup>a,b</sup>	Mean	,0000000





	Std. Deviation	59,93951938
Most Extreme Differences	Absolute	,090
	Positive	,088
	Negative	-,090
Test Statistic		,090
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.



